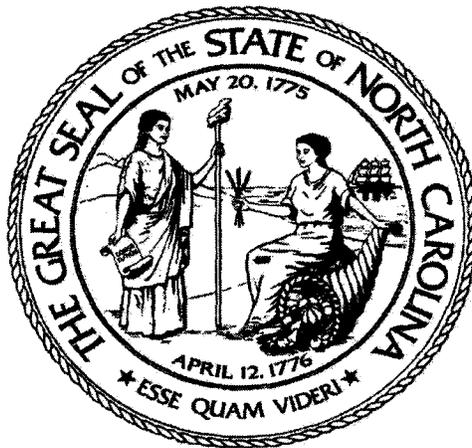


LEGISLATIVE RESEARCH COMMISSION  
CAREER AND TECHNICAL EDUCATION  
COMMITTEE  
NORTH CAROLINA GENERAL ASSEMBLY



REPORT TO THE  
2013 SESSION  
of the  
GENERAL ASSEMBLY  
OF NORTH CAROLINA

DECEMBER, 2012

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# TRANSMITTAL LETTER

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January 8, 2013

TO THE MEMBERS OF THE 2013 SESSION  
OF THE NORTH CAROLINA GENERAL ASSEMBLY

The Legislative Research Commission herewith submits to you for your consideration its report and recommendations to the 2013 Session of the North Carolina General Assembly. The report was prepared by the Legislative Research Commission's Committee on Career and Technical Education, pursuant to G.S. 120-30.17(1).

Respectfully submitted,



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Senator Thomas M. Apodaca  
Co-Chair Designee



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Representative Timothy K. Moore  
Co-Chair Designee

Co-Chairs  
Legislative Research Commission

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# LEGISLATIVE RESEARCH COMMISSION MEMBERSHIP

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2011 – 2012

**President Pro Tempore of the Senate**  
Senator Philip E. Berger  
Co-Chair

Senator Thomas M. Apodaca  
Acting Co-Chair

Senator Peter S. Brunstetter  
Senator Linda D. Garrou  
Senator Martin L. Nesbitt, Jr.  
Senator Richard Y. Stevens

**Speaker of the House of Representatives**  
Representative Thomas R. Tillis  
Co-Chair

Representative Timothy K. Moore  
Acting Co-Chair

Representative John M. Blust  
Representative Justin P. Burr  
Representative Mike D. Hager  
Representative Edith D. Warren

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## PREFACE

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The Legislative Research Commission, established by Article 6B of Chapter 120 of the General Statutes, is the general purpose study group in the Legislative Branch of State Government. The Commission is co-chaired by the President Pro Tempore of the Senate and the Speaker of the House of Representatives and has five additional members appointed from each house of the General Assembly. Among the Commission's duties is that of making or causing to be made, upon the direction of the General Assembly, "such studies of and investigation into governmental agencies and institutions and matters of public policy as will aid the General Assembly in performing its duties in the most efficient and effective manner" (G.S. 120-30.17(1)).

The Legislative Research Commission authorized the study of Career and Technical Education, under authority of G.S. 120-30.17(1). The Committee was chaired by Senators Harry Brown and Jerry Tillman, and Representative Bryan Holloway, Co-Chairs of the Committee. The full membership of the Committee is listed under Committee Membership. A committee notebook containing the committee minutes and all information presented to the committee will be filed in the Legislative Library by the end of the **2011-2012** biennium.

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# COMMITTEE PROCEEDINGS

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The Legislative Research Commission Study Committee on Career and Technical Education held 4 meetings between September 27, 2012 and December 12, 2012.

**September 27, 2012**

**Overview of Study Committee Charge**

Dr. Patsy Pierce, Committee Staff  
NCGA Research Division

**Current "State of the State" in Career and Technical Education**

Dr. June Atkinson, Superintendent  
Department of Public Instruction  
Jo Anne Honeycutt, CTE Program Director  
Department of Public Instruction  
Dr. Scott Ralls, President  
North Carolina Community College System

**October 23, 2012**

**Regional High Schools**

Northeast Regional School of Biotechnology and Agriscience  
Hallet Davis, Principal  
Dr. Michael Dunsmore, Superintendent, Tyrrell County Schools,  
Board Member, Northeast Regional School of Biotechnology and Agriscience

Yadkin Valley Regional Career Academy  
Newell Clark, Co-Chair, YVRCA Steering Committee, Mayor, City of Lexington  
Theresa Reynolds, Career Counselor/Business Liaison, Valley Academy  
Barry Sink, Co-Chair, YVRCA Steering Committee, President, Olde Lexington Products

**CTE High Schools**

Wayne School of Engineering  
Gary Hales, Principal  
Julie Heath, CTE Instructor  
Justin Mitchell, CTE Student

**Iredell-Statesville Career Academy and Technical School**

Larry Rogers, Principal  
Martin Page, CTE Instructor  
Corey Deal and Bryan Sanchez, CTE students

**CTE Instructor Requirements**

Jo Anne Honeycutt, CTE Program Director, Department of Public Instruction

**NC Occupational Landscape**

**Pathways to Prosperity**

Roger Shackelford, Assistant Secretary, Workforce Solutions, NC Department of Commerce

**November 15, 2012**

**North Carolina Association of Career and Technical Educators**

Dave Simpson, Carolinas AGC (Associated General Contractors), NCACTE (NC Association for Career and Technical Education)

Aaron Fleming, CTE Director, Lee County Schools

Bill Downey, L.A. Downey & Son, Durham General Contractor

Melinda Wonderly, CTE Student, Gray's Creek High School

Patrice Somerville, CTE Student, Douglas Byrd High School

Kristina Yarborough, NCACTE President

**Group Discussion**

Committee Members

**December 12, 2012**

**Final Report – Committee Consideration and Adoption**

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## SUMMARY OF COMMITTEE PROCEEDINGS

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The Legislative Research Commission's Committee on Career and Technical Education met 4 times after the 2012 Session. The Committee's Charge can be found [here](#). The following is a brief summary of the Committee's proceedings. Detailed minutes and information from each Committee meeting are available in the Legislative Library.

### September 27, 2012

Dr. Patsy Pierce, a legislative analyst with the Research Division, was recognized to explain the seven issues the Committee has been assigned to study. They are: 1) preparing high school graduates for job market challenges; 2) reviewing the effectiveness of the Career and College Promise program; 3) studying the progress in developing regional schools; 4) reviewing Article 10 of G.S. 115C to determine if it needs any modifications; 5) studying cost-effective, educational partnerships between public education, community colleges and businesses to provide marketable skills for students; 6) developing potential legislation to enhance career education through innovative schools and high academic standards; and 7) any other issues deemed appropriate by the Committee.

Dr. June Atkinson, Superintendent of the Department of Public Instruction (DPI) and Jo Anne Honeycutt, CTE Program Director, DPI, explained the current requirements of CTE, the 16 career clusters and the required courses. They also described the Career and College Promise program which helps students to earn community college credits through dual-enrollment. Dr. Atkinson offered recommendations to assist the Committee with its goals: including an expansion of apprenticeship programs, career development counseling for every student; incentives for businesses that participate in internships; increased support of CTE student organizations; and an increase of value in earning certificates with a type of reward or recognition system.

Members asked presenters about problems with finding and keeping CTE instructors and students with requisite skill levels.

Dr. Scott Ralls, President of the North Carolina Community College System, explained how CTE is spread across many program areas, and provided data on numbers of students enrolled and graduating from technical programs. He outlined problems and how to address them, including (i) the need for tiered-funding for different programs, (ii) technical education certificates to be redesigned using industry standards to better assist area businesses, (iii) high school courses more aligned with college courses so students may get an associate's degree one year after graduating high school, (iv) summer funding for targeted CTE programs, (v) strengthening school collaborations (particularly in technical programs), and (vi) funding to update and equip community college shops and labs that are used by high schools in the mornings and adults in the evenings.

Members discussed the costs of equipment and use of existing industry equipment for training purposes.

### **October 23, 2012**

Mr. Hallet Davis, Principal, Northeast Regional School of Biotechnology and Agriscience, and Dr. Michael Dunsmore, Superintendent, Tyrrell County Schools described this regional school which just opened in late August, 2011. Mr. Davis and Dr. Dunsmore talked about the hands-on scientific research activities available to the students of this regional school. They indicated that other local school districts are interested in partnering with them in the future.

Newell Clark, Co-Chair, Yadkin Valley Regional Career Academy (YVRCA) Steering Committee, Mayor, City of Lexington, Theresa Reynolds, Career Counselor/Business Liaison, Valley Academy, and Barry Sink, Co-Chair, YVRCA Steering Committee, President, Olde Lexington Products described how this regional school was founded. They discussed the importance of working with local businesses to determine industry and educational needs of the region.

Gary Hales, Principal, Julie Heath, CTE Instructor, and Justin Mitchell, CTE Student from the Wayne School of Engineering in Goldsboro, NC described the advanced levels of mechanical drafting and other CTE courses available to students enrolled in this public high school. They also described the wide variety of CTE offerings, including business and industry certifications, available to middle and high school students in Wayne County public schools.

Larry Rogers, Principal, Martin Page, CTE Instructor, Corey Deal and Bryan Sanchez, CTE students described the multiple CTE programs available at the Iredell-Statesville Career Academy and Technical School. The presenters indicated that a high percentage of students graduating from this school obtain employment in the fields of their choice including automotive and health science industries.

Jo Anne Honeycutt, CTE Program Director, Department of Public Instruction provided committee members with a flow chart outlining pathways for CTE instructors to become licensed teachers in NC public schools.

Roger Shackelford, Assistant Secretary, Workforce Solutions, NC Department of Commerce, provided data on the types of jobs that are currently open in NC. He also described the State's "Pathway to Prosperity" program in which public schools and community colleges are working with local businesses and industry to meet training and education needs.

**November 15, 2012**

Dave Simpson, Government Relations, NC Association of Career and Technical Educators and presenters representing CTE instructors, students, and industry provided a list of recommendations for legislators to continue to support and grow CTE in North Carolina's public schools. These recommendations included increasing CTE student recognition with special recognition on a high school diploma; increasing work-based learning opportunities, and encouraging high school and community college collaboration to create high-demand CTE programs in fields such as advanced manufacturing and construction.

Members of the committee then discussed proposed legislation to add endorsements to high school diplomas reflecting focused courses of study and to also increase the number of students enrolled in CTE courses, especially in high demand employment fields.

**December 12, 2012**

The Committee adopted the final report.

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## FINDINGS AND RECOMMENDATIONS

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Based on information presented to the Legislative Research Commission Study Committee on Career and Technical Education (CTE) during its regularly-scheduled meetings, the Committee reports the following findings and makes the following recommendations to the 2013 General Assembly:

**1. Increase the skills of high school graduates in occupations with high employment potential.**

According to current data shared from the State Board of Education, even though slightly over half of high school graduates (51%) complete a CTE program, this number represents nearly a 5% decrease in completers since 2006. Currently there are also only about 5000 students enrolled in the dual-credit enrollment Career and College Promise Career and Technical Education Pathway. In addition to these statistics, according to current data shared by the NC Department of Commerce and the State Board of Community Colleges, a "skill gap" exists, and is projected to continue to exist, in occupations relying on science, technology, engineering, and mathematics. The jobs that are available in these fields require specific coursework, internships, and industry certification that may be obtained during high school and/or at two-year or four-year colleges/universities. The Committee finds that in order to decrease the current unemployment rate and help meet the needs of the current and future job market that:

- The State Board of Education and the State Board of Community Colleges should collaborate to increase the number of students engaged in CTE, especially in engineering and industrial technologies by:
  - Creating incentives such as endorsements added to high school diplomas;
  - Sharing resources to increase access to a wide variety of CTE courses and internships; and
  - Exploring strategies to engage younger students in the CTE program, including early and ongoing college and career counseling.
- See attached LEGISLATIVE PROPOSAL 2013-TLz-1B [v.20]

**2. Streamline the CTE teacher licensure process to increase the pool of available instructors, especially in high need employment areas.**

The Committee understands that it is extremely difficult to recruit CTE instructors due to salary differentials, employment shortages in some professions, e.g., nursing, and the extended time commitment needed to obtain teacher licensure. The Committee therefore strongly encourages the State Board of Education to review its teacher licensure policies for CTE instructors in order to make this process as accessible as possible. The State Board of Education should also explore alternative professional development, mentoring, and curricular models that would support CTE instructors who may not have an extensive teaching or classroom management background. Finally, the Committee encourages the State Board of Education and the State Board of Community Colleges to explore the feasibility of sharing instructors to increase full time employment and salary possibilities.

- See attached LEGISLATIVE PROPOSAL 2013-TLz-1B [v.20]

### **3. Target CTE coursework to match current and future local and Statewide job market needs.**

According to information provided by the State Board of Education, not all CTE courses or pathways are available across the State, but that students who are engaged in CTE demonstrate a 10% higher four-year cohort graduation rate. The Committee also heard from several different high school models such as regional schools and CTE academy schools. The common message regarding their success in keeping students engaged through graduation, and in their post-graduation college and career success, was the partnerships these schools had forged with local businesses and industry. The Committee therefore recommends that each local board of education seek out ways to partner with their local businesses and industry, such as participating in programs like NC's Pathways to Prosperity, in order to gear CTE coursework and internships to meet current and future job market needs. The Committee requests that local boards of education report local business and industry training needs to the State Board of Education to keep them informed of current CTE program support needs.

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## COMMITTEE MEMBERSHIP

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### Legislative Research Commission Career and Technical Education Committee 2012-2013

Senator Harry Brown, Cochair  
300-B Legislative Office Building  
Raleigh, North Carolina 27603  
(919) 715-3034  
[Harry.Brown@ncleg.net](mailto:Harry.Brown@ncleg.net)

Senator Jerry W. Tillman, Cochair  
627 Legislative Office Building  
Raleigh, North Carolina 27603  
(919) 733-5870  
[Jerry.Tillman@ncleg.net](mailto:Jerry.Tillman@ncleg.net)

Senator Floyd B. McKissick, Jr.  
520 Legislative Office Building  
Raleigh, North Carolina 27603  
(919) 733-4599  
[Floyd.McKissick@ncleg.net](mailto:Floyd.McKissick@ncleg.net)

Senator Dan Soucek  
310 Legislative Office Building  
Raleigh, North Carolina 27603  
(919) 733-5742  
[Dan.Soucek@ncleg.net](mailto:Dan.Soucek@ncleg.net)

Senator Tommy Tucker  
311 Legislative Office Building  
Raleigh, North Carolina 27603  
(919) 733-7659  
[Tommy.Tucker@ncleg.net](mailto:Tommy.Tucker@ncleg.net)

**Staff:**

Dr. Patsy Pierce  
Research Division  
545 Legislative Office Building  
Raleigh, North Carolina 27603  
(919) 733-2578  
[Patsy.Pierce@ncleg.net](mailto:Patsy.Pierce@ncleg.net)

Representative Bryan R. Holloway, Cochair  
529 Legislative Office Building  
Raleigh, North Carolina 27603  
(919) 733-5609  
[Byran.Holloway@ncleg.net](mailto:Byran.Holloway@ncleg.net)

Representative Hugh Blackwell  
541 Legislative Office Building  
Raleigh, North Carolina 27603  
(919) 733-5805  
[Hugh.Blackwell@ncleg.net](mailto:Hugh.Blackwell@ncleg.net)

Representative John Blust  
1229 Legislative Building  
Raleigh, North Carolina 27601  
(919) 733-5781  
[John.Blust@ncleg.net](mailto:John.Blust@ncleg.net)

Representative Tricia A. Cotham  
403 Legislative Office Building  
Raleigh, North Carolina 27603  
(919) 715-0706  
[Tricia.Coatham@ncleg.net](mailto:Tricia.Coatham@ncleg.net)

Representative James H. Langdon, Jr.  
417-B Legislative Office Building  
Raleigh, North Carolina 27603  
(919) 733-5849  
[James.Langdon@ncleg.net](mailto:James.Langdon@ncleg.net)

Ms. Denise Adams  
Research Division  
545 Legislative Office Building  
Raleigh, North Carolina 27603  
(919) 733-2578  
[Denise.Adams@ncleg.net](mailto:Denise.Adams@ncleg.net)

## Appendix A

Ms. Dee Atkinson  
Research Division  
545 Legislative Office Building  
Raleigh, North Carolina 27603  
(919) 733-2578  
[Dee.Atkinson@ncleg.net](mailto:Dee.Atkinson@ncleg.net)

Ms. Kara McCraw  
Research Division  
545 Legislative Office Building  
Raleigh, North Carolina 27603  
(919) 733-2578  
[Kara.McCraw@ncleg.net](mailto:Kara.McCraw@ncleg.net)

Mr. Kristopher Nordstrom  
Fiscal Research Division  
619 Legislative Office Building  
Raleigh, North Carolina 27603  
(919) 733-4910  
[Kristopher.Nordstrom@ncleg.net](mailto:Kristopher.Nordstrom@ncleg.net)

Ms. Andrea Poole  
Fiscal Research Division  
619 Legislative Office Building  
Raleigh, North Carolina 27603  
(919) 733-4910  
[Andrea.Poole@ncleg.net](mailto:Andrea.Poole@ncleg.net)

Isabel Villa-Garcia  
Committee Assistant  
529 Legislative Office Building  
Raleigh, North Carolina 27603  
(919) 733-5609  
[Isabel.Villa-Garcia@ncleg.net](mailto:Isabel.Villa-Garcia@ncleg.net)

Ms. Drupti Chauhan  
Research Division  
545 Legislative Office Building  
Raleigh, North Carolina 27603  
(919) 733-2578  
[Drupti.Chauhan@ncleg.net](mailto:Drupti.Chauhan@ncleg.net)

Ms. Leslie Karkanawi  
Bill Drafting Division  
401 Legislative Office Building  
Raleigh, North Carolina 27063  
(919) 733-6660  
[Leslie.Karkanawi@ncleg.net](mailto:Leslie.Karkanawi@ncleg.net)

Mr. Brian Matteson  
Fiscal Research Division  
619 Legislative Office Building  
Raleigh, North Carolina 27603  
(919) 733-4910  
[Brian.Matteson@ncleg.net](mailto:Brian.Matteson@ncleg.net)

DeAnne Mangum  
Committee Assistant  
300-B Legislative Office Building  
Raleigh, North Carolina 27603  
(919) 733-2405  
[DeAnne.Mangum@ncleg.net](mailto:DeAnne.Mangum@ncleg.net)

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## COMMITTEE CHARGE

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**Career and Technical Education** – The LRC Study Committee on Career and Technical Education shall study the following aspects of the current State vocational training to improve the quality and relevance of training, align basic education and vocational and higher education training and ensure that students who are not college bound are career ready. Specifically, the Committee shall study the following:

1. The requirements and challenges North Carolina high school graduates face in today's changing and demanding job market. The study should include a review of what North Carolina industries look for in well-qualified candidates for employment as it pertains to education, certification, and skill level;
2. The Career and College Promise program, specifically the Career and Technical Education Pathway and the Cooperative Innovative High School Pathway, to determine if the program is meeting the unique needs of students seeking to enter the workforce after completing high school. The study should include a review of the career clusters and pathways, work-based learning, career academies, time-shortened programs, and certification and credentialing offered to determine if they meet the current needs of North Carolina's students and business community. The study should also examine current outreach and practices to raise student awareness of Career and Technical Education opportunities;
3. Progress in developing regional schools through S.L. 2011-241 which authorized local boards of education to jointly establish a regional school to serve enrolled students in two or more local school administrative units that will expand student opportunities for educational success through high quality instructional programming;
4. Article 10 of Chapter 115C of the North Carolina General Statutes as it pertains to vocational and technical education to determine if modification is necessary to best reflect the intent of the General Assembly and provide the necessary opportunities and flexibility to establish innovative learning environments that provide students with practical work experiences and vocational skills;
5. Additional, cost-effective ways in which the Department of Public Instruction, the North Carolina Community College System, and the business community can partner to offer enriched educational opportunities for students to enter the workforce with academic and marketable vocational skills after completing high school;
6. Potential legislative actions to further enhance connecting career technical education to education, workforce preparation, and economic development through innovative schools and high academic standards;
7. Any other issues associated with vocational education deemed appropriate by the Committee.

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## STATUTORY AUTHORITY

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### NORTH CAROLINA GENERAL STATUTES ARTICLE 6B.

#### Legislative Research Commission.

##### § 120-30.17. Powers and duties.

The Legislative Research Commission has the following powers and duties:

- (1) Pursuant to the direction of the General Assembly or either house thereof, or of the chairmen, to make or cause to be made such studies of and investigations into governmental agencies and institutions and matters of public policy as will aid the General Assembly in performing its duties in the most efficient and effective manner.
- (2) To report to the General Assembly the results of the studies made. The reports may be accompanied by the recommendations of the Commission and bills suggested to effectuate the recommendations.
- (3), (4) Repealed by Session Laws 1969, c. 1184, s. 8.
- (5), (6) Repealed by Session Laws 1981, c. 688, s. 2.
- (7) To obtain information and data from all State officers, agents, agencies and departments, while in discharge of its duty, pursuant to the provisions of G.S. 120-19 as if it were a committee of the General Assembly.
- (8) To call witnesses and compel testimony relevant to any matter properly before the Commission or any of its committees. The provisions of G.S. 120-19.1 through G.S. 120-19.4 shall apply to the proceedings of the Commission and its committees as if each were a joint committee of the General Assembly. In addition to the other signatures required for the issuance of a subpoena under this subsection, the subpoena shall also be signed by the members of the Commission or of its committee who vote for the issuance of the subpoena.
- (9) For studies authorized to be made by the Legislative Research Commission, to request another State agency, board, commission or committee to conduct the study if the Legislative Research Commission determines that the other body is a more appropriate vehicle with which to conduct the study. If the other body agrees, and no legislation specifically provides otherwise, that body shall conduct the study as if the original authorization had assigned the study to that body and shall report to the General Assembly at the same time other studies to be conducted by the Legislative Research Commission are to be reported. The other agency shall conduct the transferred study within the funds already assigned to it.

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# LEGISLATIVE PROPOSALS

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## LEGISLATIVE PROPOSAL

GENERAL ASSEMBLY OF NORTH CAROLINA  
SESSION 2013

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D

BILL DRAFT 2013-TLz-1B [v.20] (10/23)

(THIS IS A DRAFT AND IS NOT READY FOR INTRODUCTION)  
11/30/2012 4:35:31 PM

Short Title: Increase Access To Career/Technical Ed. (Public)

Sponsors: Unknown (Primary Sponsor).

Referred to:

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1 A BILL TO BE ENTITLED

2 AN ACT TO DIRECT THE STATE BOARD OF EDUCATION TO DEVELOP  
3 CAREER AND COLLEGE ENDORSEMENTS FOR HIGH SCHOOL  
4 DIPLOMAS, INCREASE ACCESS TO CAREER AND TECHNICAL  
5 EDUCATION TEACHERS IN PUBLIC SCHOOLS, AND TO WORK WITH THE  
6 STATE BOARD OF COMMUNITY COLLEGES TO INCREASE THE NUMBER  
7 OF STUDENTS ENROLLING IN CAREER AND TECHNICAL EDUCATION IN  
8 HIGH NEED EMPLOYMENT AREAS, AS RECOMMENDED BY THE  
9 LEGISLATIVE RESEARCH COMMISSION STUDY COMMITTEE ON  
10 CAREER AND TECHNICAL EDUCATION.

11 The General Assembly of North Carolina enacts:

12 SECTION 1.(a). G.S. 115C-12 is amended by adding a new subdivision to  
13 read:

14 "(40) To Establish High School Diploma Endorsements. – The State  
15 Board of Education shall establish, implement, and determine the  
16 impact of adding (i) college (ii) career and (iii) college and career  
17 endorsements to high school diplomas, to encourage students to obtain  
18 requisite job skills and to reduce the need for remedial education in  
19 institutions of higher education. These endorsements shall reflect  
20 courses completed, grades accomplished in each course, and other  
21 criteria as developed by the State Board of Education. The State Board  
22 of Education shall report to the Joint Legislative Education Oversight  
23 Committee on the impact of awarding these endorsements on high  
24 school graduation, college acceptance and remediation, and post high

1 school employment rates by September 1, 2016, and annually  
2 thereafter."

3 **SECTION 1.(b).** The State Board of Education shall make high school  
4 diploma endorsements as provided under this section available to students graduating  
5 high school beginning with the 2014-2015 school year. The State Board of Education  
6 shall report to the Joint Legislative Education Oversight Committee on the progress  
7 towards establishing specific college and career endorsements for high school diplomas  
8 and for awarding these endorsements by February 1, 2014.

9 **SECTION 2.(a).** G.S. 115C-296.7(d) reads as rewritten:

10 "(d) The State Board of Education shall identify local school administrative units  
11 with unmet recruitment ~~needs~~needs, especially for career and technical education  
12 teachers, and high needs schools and shall coordinate placement of NC Teacher Corps  
13 members in those schools."

14 **SECTION 2.(b).** The State Board of Education shall (i) revise post-  
15 secondary education and evaluation requirements for teacher licensure of career and  
16 technical education teachers to increase accessibility to the licensure process while  
17 maintaining quality of instruction and (ii) develop alternative professional development,  
18 mentoring, and curricular models to support career and technical education teachers  
19 who may not have an extensive teaching or classroom management background.

20 **SECTION 2.(c).** The State Board of Education shall report to the Joint  
21 Legislative Education Oversight Committee by January 15, 2014 on progress made in  
22 increasing accessibility to the licensure process, and in developing alternative  
23 professional development supports for career and technical education teachers who may  
24 not have an extensive teaching or classroom management background.

25 **SECTION 3.(a).** The State Board of Education, in collaboration with the  
26 State Board of Community Colleges, shall develop strategies to (i) increase the number  
27 of high school students engaging in career and technical education, especially in the  
28 areas of engineering and industrial technologies, and (ii) enroll additional high school  
29 students, including freshmen and sophomores, in coursework leading to skills in  
30 occupations with high numbers of employment opportunities. In developing these  
31 strategies, the Boards shall consider sharing of instructors, facilities, equipment, and  
32 business internship opportunities between the public schools and community colleges to  
33 facilitate these goals.

34 **SECTION 3.(b).** The State Board of Education and the State Board of  
35 Community Colleges shall jointly report to the Joint Legislative Education Oversight  
36 Committee by October 1, 2014 on progress made on developing strategies to increase  
37 student engagement in career and technical education, especially in engineering and  
38 industrial technologies, and on enrolling high school students, including freshman and  
39 sophomores, in coursework preparing them for occupations with high numbers of  
40 employment opportunities.

41 **SECTION 4.** This act is effective when it becomes law.  
42

